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HUMAN RELATIONS LABORATORY TRAINING STUDENT NOTEBOOK.
SPRINGPORT HIGH SCHOOL, MICH.

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DESCRIPTORS- *PROGRAM GUIDES, *STUDENT PARTICIPATION, *SENSITIVITY TRAINING, PERSONAL GROWTH, TRAINING LABORATORIES, *GROUP DYNAMICS,

THE MAJOR OBJECTIVE OF THIS NOTEBOOK IS TO HELP THOSE STUDENTS INTERESTED IN TAKING PART IN THE SPRINGPORT HIGH SCHOOL HUMAN RELATIONS TRAINING LABORATORIES TO BETTER UNDERSTAND THEMSELVES, SOCIETY, AND HUMAN EMOTIONS SO THAT THEY MAY DEVELOP SOCIALLY AND EMOTIONALLY. THE SUBJECT MATTER OF THE NOTEBOOK IS DIVIDED INTO FOUR MAJOR AREAS--(1) BACKGROUND OF HUMAN RELATIONS TRAINING, (2) EXPLANATIONS ABOUT ITS GOALS AND USES IN HELPING INDIVIDUALS DEVELOP SKILLS IN INTERPERSONAL RELATIONS, (3) EXPLANATIONS AND EXAMPLES OF INDIVIDUAL AND GROUP BEHAVIOR IN DIFFERENT TYPES OF MEETINGS WITH DIFFERENT TYPES OF AGENDA AND PROJECTS, AND (4) CHARTS TO SERVE AS RECORDS OF EACH STUDENT'S PARTICIPATION, INVOLVEMENT, AND CHANGE IN THE GROUP. THE NOTEBOOK IS BASED ON THE ASSUMPTION THAT AN INNOVATIVE PROGRAM OF DEVELOPING HUMAN RELATIONS TRAINING SHOULD BE INTRODUCED AND IMPLEMENTED AS A CURRICULUM TOOL IN THE SCHOOL SYSTEM. (RD)

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HUMAN RELATIONS LABORATORY TRAINING

STUDENT NOTEBOOK

Springport High School Title III

November 1, 1967

Portions of this book are reproduced from a notebook compiled by Philip G. Hanson, PhD., Director, Patients' Training Laboratory, VA Hospital, Houston, Texas.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CG 001 813

TO THE LABORATORY PARTICIPANT

This notebook has been prepared for your use as a participant in the Springport High School Human Awareness class. It contains a background of human relations training and some explanation about its goals and uses in helping individuals develop skills in interpersonal relations.

The workbook also contains some explanations and examples of individual and group behavior which, it is hoped, will be useful to you as a participant in the Springport lab. The notebook is loose-leaf bound. You can add any materials which have special meaning to you, or which your group uses. Ideally, it is hoped that this notebook will become a record of your participation, involvement, and change in the group, as well as an assist to better understanding of the "group process".

We truly hope that your experience in the Springport Human Awareness Lab will be a significant and meaningful part of your life at Springport High School.

John Stevens
Ted Tschudy

Note: The Springport High School program to develop human relations training as a curriculum tool is funded by the Federal Government under Title III of the Elementary and Secondary Education Act. These funds are set aside for the express purpose of introducing and attempting innovative and new programs in public schools.

SPRINGPORT PUBLIC SCHOOLS

Dear Parent,

Your student has shown an interest in taking part in the Springport Human Relations Training Lab. Some of our concerns are that school should become a place where all kinds of growth are developed - not only academic growth (reading, writing, arithmetic), but also social and emotional growth. The school is committed to educating the "whole" person. To better understand society, people, and human emotions, students need to understand themselves. To help other people and to learn how to relate with others, students need to examine their own thoughts and feelings. This is provided for within the Human Relations Laboratory, in a small group setting.

This small group of ten students is often referred to as a miniature community. In many ways, this miniature community takes on the aspects of the larger outside-the-school community. It has the same kinds of responsibilities, rewards, and heartaches found within society at large.

This miniature community, this human relations lab, offers a place for students to check out their behavior and actions in community with other students. A student can begin to see how his behavior affects other people, and he can begin to understand how he is responsible for his actions.

The benefit of citizenship within this protected community is that this community is built on concern for others, frankness and honesty of feelings, and respect for other people. Because of the above aspects, students are given the opportunity of really knowing how they look to other people. They begin to "see" themselves as others "see" them. This, in my opinion, is absolutely necessary before personal, social, and emotional growth can be realized. Knowing our weaknesses and strengths can give clearer direction to the kinds of growth one needs to realize his potential.

The Springport School, with its commitment to educating and helping children realize more fully their potential for growth, views Human Relations Laboratory Training as a meaningful and necessary part of the school curriculum. As you may be aware, this program is a new approach in education. The federal funds for this program have been granted to Springport and the Human Relations Training Lab because many educators across the nation express the feeling that this is the future direction of American education.

Since laboratory learning is indeed a very different and dynamic type of learning, we expect your youth to become involved in his laboratory learning experience. We welcome any questions that you might have about our program, or human relations training in general, and hope that you will feel free to contact us should such questions arise. Since our whole effort deals with developing interactive and communicative skills, it may well be that your youth will try some "new behaviors" at home. We would appreciate any discussion with you about this, or any other aspects of his (her) lab experience.

Yours truly,

HISTORICAL NOTE ON LABORATORY TRAINING

In 1947, NTL pioneered in human relations training, conducting in Bethel, Maine, the first national training laboratory. Sixty-seven leaders from many occupations participated in this new approach to teaching and training in human relations and social change. Sponsors were the Research Center for Group Dynamics (then at M.I.T., now at the University of Michigan) and the National Education Association. The project was based on an experiment in community leadership training conducted in 1946 in Connecticut, the staff including Kenneth Benne, Leland Bradford, the late Kurt Lewin, and Ronald Lippitt.

Early support from the Carnegie Corporation made it possible for the National Training Laboratories to experiment and to grow. In 1950 NTL was established as a part of the Adult Education Division of the NEA. In 1962 NTL was made an independent division of the NEA.

Since 1955, interest in a number of occupational fields has led NTL to develop special training programs - for industrial management, for government personnel in Puerto Rico, for professional church workers (sponsored by the National Council of Churches), for community leaders, for college student-faculty teams, for school administrators, for individual national organizations and major industries.

Since 1947, the initial summer laboratory has expanded into a year-round program of training, consultation, research, and publication; and human relations training has spread to many parts of the world. Programs utilizing similar methods have been established in a number of other countries, and each summer participants come to NTL laboratories from every continent.

Regional training and research centers have also been established at a number of universities in this country. Stimulating communication and collaboration among these centers has been one of the important results of the spread of interest in training and in turn has become a factor in further spread.

Since 1962, summer laboratories have been conducted collaboratively by NTL and two of the outstanding regional laboratories: the Western Training Laboratory established in California in 1952 and the Intermcuntain Laboratory in Group Development established in 1955 in Utah. In California, laboratories are jointly sponsored at Lake Arrowhead by NTL,

WTL, and the University of California at Los Angeles (University Extension, the School of Education, the Institute of Industrial Relations, and the Graduate School of Business Administration). In Utah, laboratories are sponsored at Cedar City by NTL, ILGD, the University of Utah, and cooperating colleges and universities of the region.

The staffs for the growing number of laboratories are drawn from the network of qualified trainers located at universities across the country and comprising the Associates and Fellows of NTL. This network is augmented each year through NTL's social science intern program supported by the National Institute of Mental Health and by corporate gifts.

Human relations training has been called a "predictable response to the need for increasing sophistication about social phenomena"! A major goal from the beginning has been to build bridges between the world of human sciences and that of practical affairs.

PURPOSES

HUMAN RELATIONS LABORATORY TRAINING

Human relations laboratory training is designed to help each individual realize his own potential for growth more fully and to increase his ability to work effectively with others in a variety of situations. By learning how to develop effective teamwork, individuals can join forces to bring about organizational and community change and improvement. Skills for effective change efforts are outlined elsewhere in these readings. The following five factors are seen as important broad objectives of training:

Self-insight

Better understanding of other persons and awareness of one's impact on them

Better understanding of group processes and increased skill in achieving group effectiveness

Increased recognition of the characteristics of larger social systems

Greater awareness of the dynamics of change.

A training laboratory tries to create a climate encouraging learnings, understandings, insights, skills in the areas of self, group, and organization:

SELF	INTERPERSONAL AND GROUP RELATIONS	ORGANIZATION
Own feelings and motivations	Establishing meaningful interpersonal relationships	Understanding organizational complexities
Correctly perceiving effects of behavior in others	Finding a satisfying place in the group	Developing and inventing appropriate new patterns and procedures
Correctly understanding effect of others' behavior on self	Understanding dynamic complexities in group behavior	Helping to diagnose and solve problems between units of the organization
Hearing others and accepting helpful criticism	Developing diagnostic skills to understand group problems and processes	Working as a member and as a leader
Appropriately interacting with others	Acquiring skills of helping the group on task and maintenance problems	

Content and Process in Group Discussion

Discussion in a development group is of two major types. Discussion may focus on:

CONTENT

Content is <u>what</u> is being discussed. It is what you are talking about. It is the issue under consideration. Content issues deal with outside, back-home problems, politics, sports, etc., these represent "there-and-then" issues; that is, these are issues which arise <u>outside</u> of the development group: and the development group's activity did not cause these events in any way. When the content issues deal with problems arising out of the group, these are "here-and-now" issues. These issues concern events caused by the group and directly related to group activity.

PROCESS

Process is <u>how</u> the discussion is handled. When the effect of a member's behavior on the discussion is considered, when problems between members arising out of discussion are considered, when decision-making procedures are considered, <u>process</u> is under consideration. It is by taking a close look at <u>how</u> a group works together that the members really develop into an effective group.

Here are some common examples of <u>content</u> and <u>process</u>. When a group is talking about home, problems in connection with past life, situations in the family, on the job, or problems like the status of American education, problems of communities, or the effect of religion on behavior, that is not <u>process</u>. Those are "what" topics of discussion - content issues.

Such discussions may produce needs for a chairman, or voting; they may produce feelings of anger, or cause a person to <u>flight</u>, another to <u>fight</u>, or another to <u>invent</u>. When these are <u>happening</u> in the group and are discussed, these are "how" topics - <u>process</u> issues.

When the group stops talking about a content topic to talk about how the members are working together - that is process. When the group stops talking about a content topic and starts talking about how members are feeling toward one another and how these feelings affect the group's activity - that is process. When the group stops talking about a content topic and starts trying to figure out why some members are silent, or others are talking quite a lot, or getting angry at one another or are bored, etc., that is process. When a group stops talking about a content topic and starts to analyze who is controlling, whether or not to have a chairman, why people voted rather than decided an issue by getting everyone's agreement, that is process.

Content issues provide a vehicle for group activity. Process determines the direction and speed of the group's development. In doing an analysis of processes in a group, the observing group will want to identify Decision-Making Procedures, and Task and Maintenance Functions. They may also classify the group discussion as to whether it was a Mechanical, Bull, or Organic session. These process items are described on the following pages.

These are procedures by which small groups make decisions (accidentally or through intent) with respect to topic selection, topic shift, procedures for discussion, or how to handle a task or problem.

1. A PLOP - happens when someone throws out an idea in a group and the idea is rejected through silence - nobody responds to it and it is passed over. When a member plops, often enough he becomes demoralized, clams up, and withdraws his participation from the group. The demoralization is based on the principle that any response, positive or negative, is usually better than no response, which implies that the person and his idea are not even important enough to deserve attention.

2. SELF-AUTHORIZED DECISION - happens when an individual makes a decision for a whole group. The decision is made and carried into action by one person to get the job done (deciding on a group topic, plan, or procedure). No consideration is given to the effect of the self-authorized decision on the feelings of other group members who had no part in the decision. Such decisions do not take advantage of one of the most valuable assets of small groups - the pooled and creative thinking of group members.

3. TOPIC JUMP - When groups avoid their central problem by jumping from topic to topic, they frequently

expend group energy and experience a loss of direction. Topic jumps, incidentally, are usually self-authorized decisions. Topic jumping frequently occurs when the topic being discussed was not a group decision, or when the topic being discussed is making some of the members uncomfortable.

4. HANDCLASP - occurs where a person throws out an idea or makes a procedural suggestion in a group and somebody else says, "Go ahead," and supports that person. The intent of a person offering a handclasp is usually to increase the morale of the person making the suggestion. When group action starts by a handclasp, however, productive ideas by other group members are cut off. The two people involved in the handclasp are deciding, without the group's approval, what the group should discuss.

5. A MINORITY SUPPORT - is another procedure similar to, but different in degree from the handclasp. In this instance, a minority (less than half) of the group members ram-rod a decision or suggestion into group action which the majority of the group does not support but is unable to deter due to the force with which the decision is pushed. Such an action, of course, leads to little future support by the group as a whole for the action taken.

6. MAJORITY SUPPORT - Many groups make the mistake of thinking that simply because a majority (more than half) supports a decision, the minority members who refute the

action will come along willingly. Frequently, the minority members (dissenters) will block group action. Majority members often force action by voting. One major drawback of the vote, however, is that it cuts off the flow of ideas by stopping participation and forcing a decision (often premature) to be made on ideas already submitted. Another drawback is that the vote seldom gains the support of the dissenting minority. Having no part in the decision, the dissatisfied minority may set out to sabotage a decision they did not help create.

7. PROBLEM CENSUS - This procedure is actually similar to brainstorming in that the group, whether it is looking for a solution to the problem or for a problem for discussion, produces as many alternatives as it can, as quickly as it can, to be evaluated later. These alternatives then serve the function of providing some basis for interacting, and many times such a procedure leads to the suggestion of varied and creative items. In effect, the groups have increased the number of suggestions from which to choose, thus insuring a more objective decision in the long run.

8. NEAR CONSENSUS - Groups which really try to avoid the pitfalls associated with the plop, self-authorized decision, minority or majority support, etc., often try to include every member in the final decision. This is done by refusing to accept a decision not sup-

ported by all members. When this is accomplished with the exception of but one or two members who disagree but will go along anyway because they were given a chance to express themselves, the group has reached a near consensus. Under the near consensus procedure, support and satisfaction are higher than under other procedures already mentioned, but there are still dissenting members who while promising support may hold back at crucial times, such as when the decision is implemented.

9. CONSENSUS - is reached when every member thinks and feels the same about a group decision. All members have contributed to the decision and are more satisfied with it than any of the individual alternatives offered by each group member. Consensus stands for a decision based on real agreement of the whole group. It is usually hard to get consensus in a large group; yet, it is very important to get consensus in a group, particularly on important decisions - decisions that bind people to a long-range plan, or tie up important amounts of their time, or effect their status, importance, and creativity. To reach genuine consensus, important issues usually must be thrashed through - and this is true in an industrial staff meeting, as well as in a marriage, in a PTA group, or any group where people work and live together over a long period of time. People will support what they help create.

TASK AND MAINTENANCE FUNCTIONS

The behavior of group members can be looked at in terms of its purpose or function. That is, when a member says something in the group, what is the consequence of what he says, or what does it accomplish? For our purposes here, group behavior can be approached from two angles: Task functions (getting the job done), and Maintenance functions (morale).

Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

Function	Description	Example
1) Stating of a problem	Proposing goals and deciding what needs to be accomplished, defining a group problem, agreeing on a specific problem.	a. "I think a good problem for us to work on would be, 'How does the material in the lecturette apply to our particular problems?'"
2) Setting up procedures	Asking for and offering suggestions for the best way to proceed or to tackle a problem. Organizing the group to work on tasks more effectively. Agreeing on rules to be followed.	a. "Would it help if we made a list of all the suggestions?" b. "Suppose we start with Carl and go around the table to let each one give his feelings about the problem."
3) Asking and giving information	Requesting and giving facts, opinions, feelings, and feedback. Searching for ideas and alternatives. May involve going outside the group for resourse material, or inviting "experts" into the group for information - not for answers to group's problem.	a. "How does this particular problem fit into the problem of the group?" b. "I think we ought to explore the other side of the question."

		c. "Charlie, have you had any similar experiences with mean bosses in your line of work?"
4) Summarizing	Pulling together the various things that have been done or said. Restating in a clear and brief form the ideas that have been expressed in the group. In order to summarize, a person has to be aware of what has been going on in the group.	a. "John started the discussion by stating a problem - several people have suggested alternatives, and right now it seems to me that the group is about half divided on the topic it wishes to discuss."
		b. "So far several ideas have been expressed. No. 1 is ...., and lastly ...."
5) Keeping the group on the topic	Helping the group to remain oriented on a particular topic or task; directing the group's attention to the problem at hand; prevent topic jumping.	a. "We started out talking about our goals; now we're talking about politics."
		b. "Isn't baseball getting away from Joe's problem?"

Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective team work within the group.

Function	Description	Example
6) Gatekeeping	Gatekeeping is a technique of bringing silent members into group action; aiding in keeping communication channels open and facilitating the participation of others. One can close the gate of a talkative member to allow others a chance to speak.	a. "John, we haven't heard anything from you in the last 30 minutes. What are your thoughts and feelings in this matter?" b. "Jim, could you hold off for a minute until we hear from John and Bill?"
7) Checking for understanding	The function here is to help people communicate more clearly, particularly when people are not understanding each other; finding out if everyone is clear on what has been said, clearing up confusion.	a. "It seems to me that Jack is talking about something different than what Bill is referring to in their argument." b. "Before we go on, is everyone clear on what Joe has been saying?"

Function	Description	Example
8) Giving acceptance and understanding	Accepting other people's opinions skillfully, without rejecting the <u>person</u>, or disagreeing in a manner which causes the person to think about the disagreement and not of being rejected; encouraging others to express ideas and opinions; being friendly, warm, and responsive to others; giving emotional support; putting yourself in their shoes or trying to see the world through their eyes.	a. "John has offered this idea....it's a good one, but I'm wondering if it's the most appropriate one for this problem. Let's look at it a little more." b. "Jim, I think you are trying to say something but you are having a tough time getting it out. I'd like to hear it."
9) Helping others to test their private beliefs	People often make decisions on the basis of irrelevant data or false assumptions. These false ideas or prejudices may influence members' behaviors toward each other and cause them to jump to conclusions. Also help others test feasibility of their ideas, e.g., "Will it work?"	a. John thinks Joe dislikes him. Joe thinks John dislikes him. Actually, both of them want the other to like him but have been too fearful of outright rejection to break the ice. b. Bob doesn't kid around with Bill at all because he thinks "redheads" get angry easily. Jim says, "I've noticed that Bob seems to walk on egg shells around Bill."

Function	Description	Example
10) Participant-observer	It is often difficult to observe one's own behavior while participating actively in a group. Learning to observe one's own behavior helps one to better understand himself. Each member should also observe behavior of others in order to provide feedback.	a. "Gee, I didn't realize it a minute ago, but I really cut Jim off in the middle of his discussion." b. "You know, I just discovered that every time a suggestion is made I seem to attack it."

Three Types of Meetings

Mechanical-Bull-Organic

Mechanical:

1. Group has a goal, often set up in advance of interaction, and frequently determined by a chairman or an executive committee.
2. Decision-Making Group: Decisions made by some mechanical means such as voting.
3. Designated Chairman: Role of chairman filled by one person elected or appointed for meeting.
4. Functions such as summarizing, testing for feasibility, or calling for a vote performed by chairman.
5. In order to move group towards the goal, the chairman follows "Robert's Rules of Order" or some rather explicit set of rules governing procedure and interaction. Chairman at a large meeting may be assigned by a parliamentarian and sergeant-at-arms.
6. Members get permission of chairman to speak.

Bull:

1. No shared group goal except the desire on the part of individuals to express personal interests.
2. Not a decision-making group.
3. No chairman.
4. Functions such as summarizing, testing for feasibility, testing for a consensus, or taking a vote not usually performed.
5. Method of interaction is on an individual win-own-points basis. One person wants to talk about a subject, so he presents the issue, provokes controversy, and fights to win his point.
6. Members speak when they can get in.

Organic:

1. Group has an emergent goal, determined through interaction of members.
2. Decision-Making Group: Decisions made by consensus.
3. Role of Chairman: Filled by different members, depending on the needs of the group.
4. Functions such as summarizing, testing for feasibility, testing the requirements of the situation.
5. Members move toward goal consistent with the needs of the situation rather than under the direction of an elected person.
6. Communication pattern is self-regulating, with each person taking responsibility for coordinating participation.

WHAT TO LOOK FOR IN GROUPS

Communication:

1. Who opens the discussion?
2. Which members keep the ball rolling? Why do they do it? (Because they are interested in the topic? - They want to be polite by showing interest? - or do they talk to keep from going to sleep?)
3. Who talks to whom? - and why?
4. Who talks after whom? - and why?
5. What is the topic of conversation and why was it chosen? How was the decision made to discuss this subject?
6. Is everyone entering into the discussion? Why are some members silent?
7. Who talks the most? - and why?
8. Which members are trying to be leaders? Is there an established leader of the group? Who seems to be directing the discussion? Is there a power struggle?
9. How well are the members getting their ideas across? Are some members preoccupied and not listening at all? Do some speakers fail to express their ideas clearly?
10. Does the group drift from one topic to another? Why?
11. How frequently do members interrupt each other? Is this a problem for the group?

Group Feelings:

1. What is the general mood of the group? - (sad, playful, happy, disinterested?)
2. Who contradicts whom? Who argues with whom? Who quietly disagrees with whom?
3. Why are some members bored, others interested, and others interested in something else?
4. Who restores order when some members are angry or several try to talk at once?
5. Who interrupts whom? - and why?
6. Who tries to get attention by talking loudly or even shouting? Why does he feel it necessary to do this? - Are his ideas not forceful enough in themselves or are other group members not paying any attention to what is going on?
7. Who gives support to others?
8. Who gets ignored and how does he react to this? - By withdrawing from the group, by fighting, or by simply becoming silent?
9. Are some members afraid to talk or to take a position on a topic? Why should they be afraid to expose themselves? Do they see the group as threatening?
10. Are some members assertive while others are tentative in their statements?
11. Are there compromises on some points or does everyone hold out for his own point of view to the bitter end?

12. Do group members become restless or fearful when strong positive or negative feelings are expressed?
13. How well are the members working together?
14. How do the members feel about each other? - warm and friendly, cold and withdrawn, angry, tolerant, trusting or distrustful?

Types of Agenda Items

Of any number of possible topics for discussion which occur in Development Groups, the following seem to be most characteristic. By selecting and recording the types of agenda items occurring during a particular group session, it becomes possible to chart the progress of your Development Group. Shifts from one general topic type to another become more apparent and serve as a basis for evaluating group progress.: There are nine general agenda items:

9) Process: Topics concerned with feedback on the group members functioning together as a group, proposals for organization of the D-Group, procedures for discussing and setting goals for the group. This type of topic often leads to group experimentation.

8) Group experiments: Either planning for or evaluation of group experiments in new methods of operation.

7) Individual feedback: Feedback by the group on an individual's behavior in the group. "Feedback" is the objective evaluation and reporting by individuals of the effect another's behavior has on them. It often serves as a basis for change or personal experimentation.

6) Individual experiments: Experiments in personal behavior tried by individual group

members, either within the D-Group itself or in outside situations.

5) Laboratory sessions other than D-Groups: Topics concerned with laboratory sessions other than D-Group meetings, e.g., laboratory exercises, lecturettes, and the like.

4) Topics assigned by staff: Topics assigned by the staff for discussion in your D-Group.

3) Other D-Groups: Topics concerning the behavior, performance, or general impressions regarding D-Groups and members other than your own group.

2) Outside topics: Topics concerned with non-personal, outside events such as world affairs, sports events, etc.

1) Outside personal problems: Items concerned with personal historical, family, work, and behavior problems (as compared to problems <u>within</u> the group).

SUGGESTED GROUP PROJECTS

1. Invent new scales to measure group process, personal feelings, group adequacy, etc.

2. Shuffle name tags; have each member draw one; and play the role of (act like) the person whose name he drew.

3. Decide on a project by "brainstorming."

4. Use the "hot seat".

5. Role play specific situations from members' own experiences.

6. Try a group power spectrum experiment: Assign power roles - 1 position to participants who usually give up power and 0 position to members who usually take power.

7. Two-person interactions may be observed and commented on by the rest of the group. The group may want to assign a dilemma for the interacting pair to work on. They may want to use interpersonal competition and collaboration approaches.

8. Require that each person who wants to speak summarize the comments of the previous speaker before presenting his own ideas.

9. Arrange visits with other groups.

10. Arrange for a group member to visit another group as an observer and report back on what he learned.

11. Plan a collaborative project with another group.

12. Call in a consultant from another group when your own group has problems.

13. Get permission to listen to a taped session from another group.

14. Have individual members summarize articles which might be of interest to the group.

Introduction to Development Group Questions

In a laboratory, one way of learning about behavior is to participate in an activity and then look at what happened. Thus, data are produced, recorded, and collected, tabulated, analyzed, and interpreted.

Certain scales and measures were completed by participants after each Development Group. These scales were introduced over a period of time, rather than all at once. The initial explanation of the scales was made in the general assembly room. Subsequently, the scales were completed individually by participants in the group rooms.

Development Group scales covered such aspects as leveling, cohesion, group development, group procedures, atmosphere, and type meeting. The procedure was to:

1. Complete scales individually.
2. Tabulate on group summary sheets.
3. Post on wall charts in general assembly room and on data sheets in group rooms.
4. Put individual and group data sheets in data box in data room.

In interpreting the meaning of the wall chart data, it was pointed out that:

1. Averages are posted; thus, frequency distribution (or the number of persons marking each point) is not indicated. Sometimes variability in scores could be important for group members to consider.
2. The average should be viewed as an indication of whether the group is learning, rather than whether the group is "good" or "bad".
3. Frequently the markings of early Development Groups are higher than those that follow; the lower markings usually indicate a clearer understanding of the meaning of the scales, rather than that the group has digressed.

Development Group data give participants the opportunity of:

1. Becoming more diagnostic,
2. Examining and distinguishing what has been happening in each meeting.
3. Evaluating trends that apply to their own groups.
4. Contrasting these trends with trends from other groups.
5. Evaluating changes that occur within each group under a variety of conditions.
6. Learning by actual happenings here in the present situation rather than just being told what has been happening in other groups.

7. Analyzing what the group averages show in comparison with individual scores.
8. Analyzing data and comparing the average with what actually happened in the group.

What Is Group Atmosphere?
(DG Question #1)

Certain notable impressions usually result from a particular group meeting. One might have the impression that not much work was done due to a general inability to "get started" on the part of group members. Or one might have the impression that a lot of work was accomplished, but that in the course of work, temper flared or members were on edge or touchy.

These types of impressions are the result of the group atmosphere; i.e., something about the way a group works creates an atmosphere which in turn is revealed in a general impression. Insight can be gained into the atmosphere characteristic of a particular group session by finding words which seem to describe the general impressions held by group members.

The following descriptive terms have been found to correlate highly with actual group atmosphere. Several words may be used to describe a single meeting.

9) Rewarding: When group members have worked together well on the task they set for themselves so that the group seems satisfied that it has gained from the experience, a "rewarding" atmosphere may be reported. The group may feel "rewarded" if they have accomplished something, even though the task is still incomplete.

What is Group Atmosphere? - continued

8) Sluggish: Often a group will try quite hard to deal with its task, but "just can't get going." When this occurs, the session may be described as "sluggish."

7) Cooperative: As opposed to the competitive atmosphere, group members may work together harmoniously. When members seem to share goals and support one another in attaining group goals, the atmosphere may be described as "cooperative."

6) Competitive: When several members seem out to win their own points, with the result that group action can only proceed out of a "win-lose" atmosphere, the session might be described as "competitive."

5) Play: The opposite of being task oriented, as under the "work" impression, is "play." This condition exists when the group avoids its tasks and can't seem to shake off a light-hearted unserious attitude long enough to get anything done. The bull session might be described as "play."

4) Work: When the group devotes itself to its task in a purposeful manner, the group atmosphere is one of "work." This may be true regardless of what other impressions result as well, e.g., it is possible to "fight" or not accomplish the task and still "work" hard.

3) Fight: Often group members will find themselves in complete disagreement regarding the topic to be discussed, decisions to be made, or action to be taken. Each intra-group conflict frequently yields a general impression which may be described as "fight."

2) Flight: When the group pursues inappropriate or outside topics, horseplay, or a bull session as a means of avoiding the real talk at hand (which may be threatening or unpleasant), the group atmosphere may be one of "flight."

1) Tense: When pressures are felt, which may be due to limited time, conflict between members, or personally threatening topics, for example, the atmosphere may be "tense."

"Here and Now" and "There and Then" (DG Question #2)

Events in the laboratory program may be thought of as being of two kinds. The first type are those events occurring prior to coming to the lab or outside the lab. These events concern things that happened to us in the past, such as the effect our parents had on us while we were growing up, or our experiences in the military, or even the state of our family affairs as early as last week and things happening outside the group. When we talk about events such as these, we are discussing items which are "there and then." topics which are a product of the past, rather than of group activity.

On the other hand, another type of event is that which represents the present. When we talk about what we are now doing, how we are doing it, and the effects of present experiences on present events, we are talking about events that are "here and now," topics that are a product of present conditions in the group rather than past "there and then" conditions.

What is Leveling?
(DG Question #3)

Leveling with a person or a group is saying what you <u>really</u> think <u>when</u> you feel it should be expressed. Often people do not feel free to express their <u>true</u> thoughts for they fear punishment, or ridicule, or rejection. People are usually taught to be polite. Saying what you feel and would like to say is sometimes seen as impolite.

There are times when leveling is of value, however. In interpersonal relationships, especially, leveling often clears the air between people and provides a more solid and honest foundation upon which to build. Furthermore, it is often doing a person a service to level with him since he then has some data to use as a basis for evaluation of his relationship with you.

The leveling function is really two-sided. First, you should learn to level with others so that the relationship can become more open and honest. By the same token, you should work to become the type person with whom others can level, as well. One-way leveling is much less effective than leveling which is shared and participated in by all concerned.

Your ability to level stems from the freedom you feel to <u>say</u> what you are really thinking so that secret thoughts are not allowed to act as barriers to effective interpersonal relations. Secret thoughts cannot be

dealt with by all the parties involved; once they are spoken, however, action can be taken on them.

What is Feedback?

Feedback is communicating to a person or group about how their behavior has affected us or other people. The communication can be in the form of a spoken word, a gesture, or an action. If a person says or does something that makes me angry, I can give him feedback as to the effect his behavior had on me by 1) telling him about my angry feelings, 2) frowning or looking mad at him, or 3) punching him in the nose. As you can see, feedback can be either constructive or destructive, depending on whether it stems from the receiver's needs or the giver's needs.

One function of feedback is to make a person aware of the effects of his behavior on people so that he may change or discard ineffective modes of behavior, or support certain kinds of behavior that are effective. Feedback lets a person know where he stands in the group and how he is seen by other members. It helps the person answer the question, "Who am I?" Finally, feedback helps the individual evaluate his progress toward his goals and how closely his behavior is related to his intentions.

To be useful to the person receiving the feedback, the giver should be able to 1) describe his <u>own reaction</u> to the behavior, 2) describe the specific behavior or incident that evoked the reaction, 3) give the feedback as soon as possible after the behavior occurred, and 4) take into consideration the needs of the person on

the receiving end of the feedback. Feedback that is given out of anger or hostility is useless and only makes the receiver defensive and unable to benefit by it.

Name_____Data #_____DG Session #_____ Date_____

GROUP ATMOSPHERE WORDS

1. I felt the DG meeting was: (CIRCLE ONE ON EACH LINE)

4 Very Rewarding	3 Somewhat Rewarding	2 A little Rewarding	1 Not Rewarding
4 Very Sluggish	3 Somewhat Sluggish	2 A little Sluggish	1 Not Sluggish
4 Very Cooperative	3 Somewhat Cooperative	2 A little Cooperative	1 Not Cooperative
4 Very Competitive	3 Somewhat Competitive	2 A little Competitive	1 Not Competitive
4 Much Play	3 Some Play	2 A little Play	1 No play
4 Much Work	3 Some Work	2 A little Work	1 No work
4 Much Fight	3 Some Fight	2 A little Fight	1 No Fight
4 Much Flight	3 Some Flight	2 A little Flight	1 No Flight
4 Very Tense	3 Somewhat Tense	2 A little Tense	1 Not Tense

---

2. To what extent did we talk about events arising out of our group's activity (here and now), and to what extent about events not caused by group activity (there and then)? (CIRCLE ONE NUMBER)

9 Completely here and now
8 Almost completely here and now
7 Quite here and now
6 Somewhat here and now
5 Equally between here and now and there and then
4 Somewhat there and then
3 Quite there and then
2 Almost completely there and then
1 Completely there and then

3. Was I leveling with the group?
That is, did I feel free to say what I really thought at the time that I felt it was necessary, or did I find it impossible to express my true feelings?
I felt: (CIRCLE ONE NUMBER)

9 Completely free and expressive, open and above board
8 Almost completely open
7 Somewhat open
6 Slightly more open than closed
5 Neither open nor closed
4 Slightly more closed than open
3 Somewhat closed
2 Almost completely closed
1 Completely under wraps, closed and hidden

Group Color_____

DG Session #_____

Date_____

Development Group Questions
Tabulation Sheet

1. Group atmosphere words

		1	2	3	4	5	6	7	8	9	10	11	Total	Average
Rewarding	9													
Sluggish	8													
Cooperative	7													
Competitive	6													
Play	5													
Work	4													
Fight	3													
Flight	2													
Tense	1													

2. Here and now versus there and then

1	2	3	4	5	6	7	8	9	10	11	Total	Average

3. Was I leveling with the group?

1	2	3	4	5	6	7	8	9	10	11	Total	Average

Data #_____

Group Color_____

DG Session #_____

Date_____

Participation Scale

Instructions: Rate each member of your group on participation in this meeting according to the following nine point scale:

9 Talked constantly
8 Talked almost all the time
7 Talked most of the time
6 Talked a lot
5 Talked a moderate amount
4 Talked some
3 Talked a little
2 Talked very little
1 Did not talk at all

Participation Tabulation Sheet

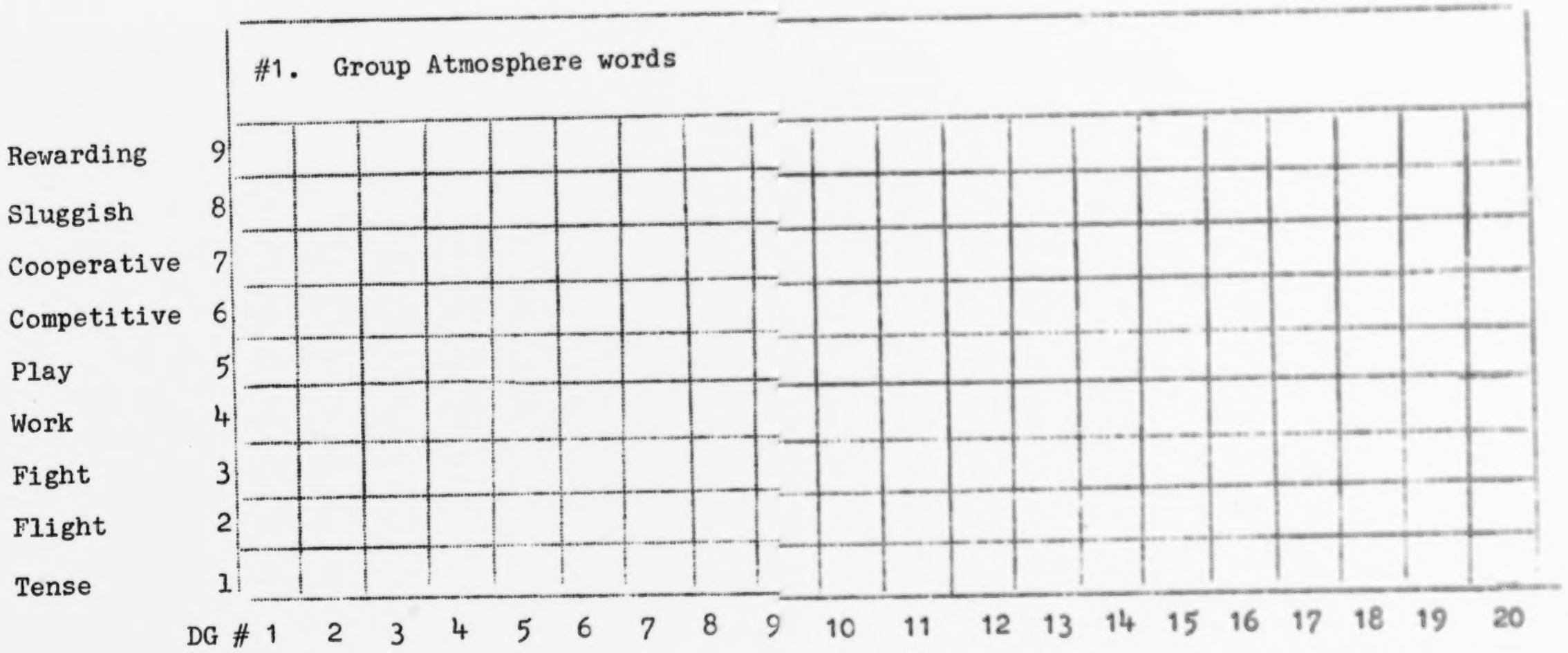
Person Doing Rating

Person Being Rated

	1	2	3	4	5	6	7	8	9	10	11	Total	Average
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													

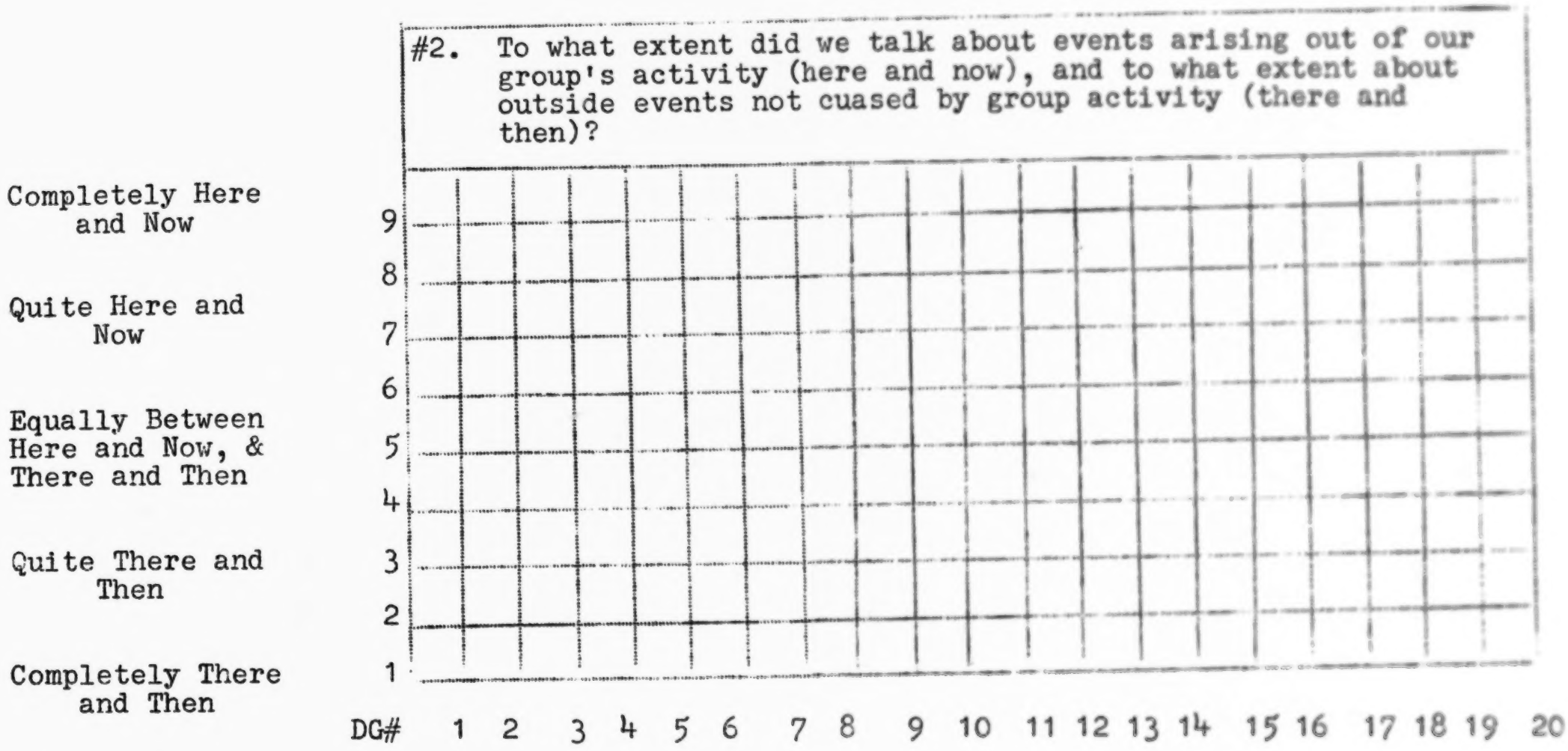
MY PERSONAL RECORD OF DAILY GROUP RATINGS OF GROUP ATMOSPHERE

#1. Group Atmosphere words


Rewarding 9
Sluggish 8
Cooperative 7
Competitive 6
Play 5
Work 4
Fight 3
Flight 2
Tense 1
DG # 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

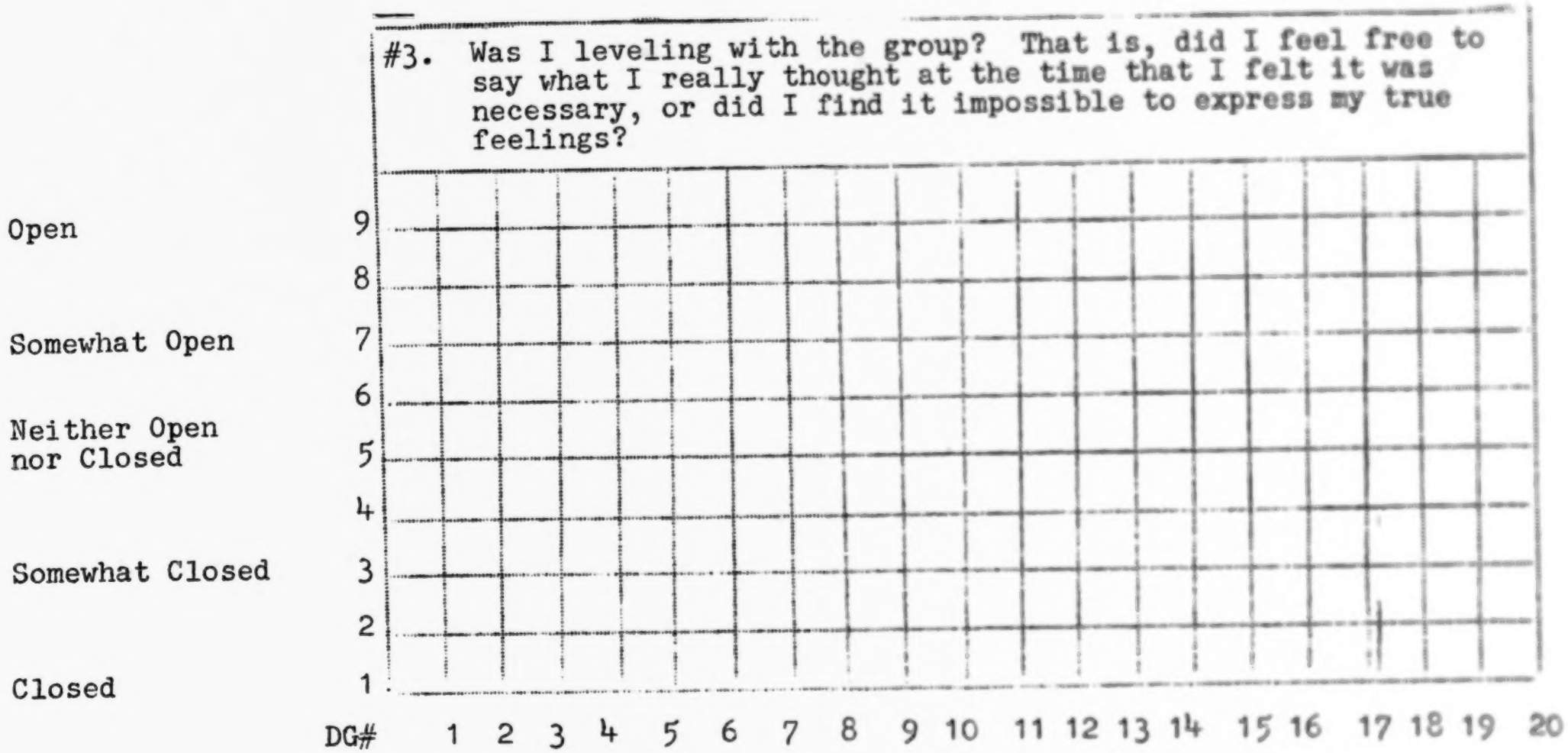
MY PERSONAL RECORD OF DAILY GROUP RATINGS OF HERE AND NOW VS. THERE AND THEN

#2. To what extent did we talk about events arising out of our group's activity (here and now), and to what extent about outside events not cuased by group activity (there and then)?

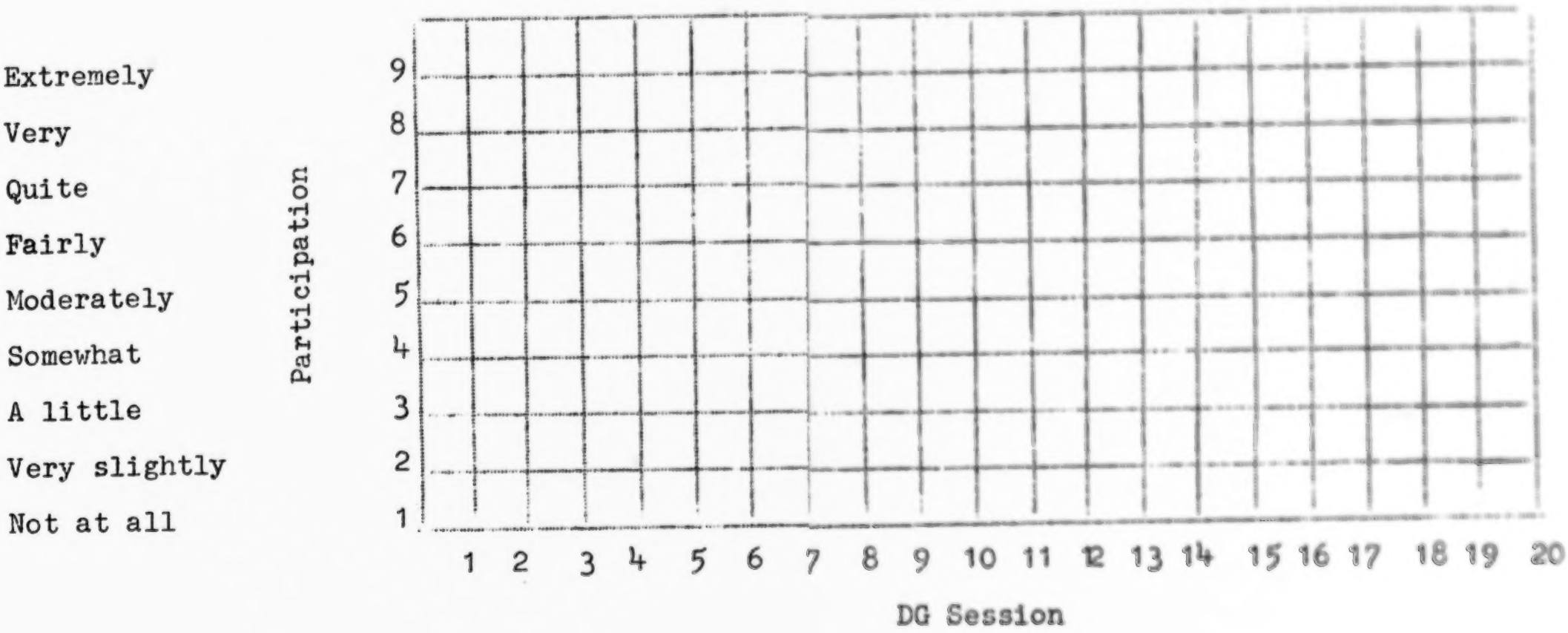


MY PERSONAL RECORD OF DAILY GROUP RATINGS OF HOW I LEVELED

#3. Was I leveling with the group? That is, did I feel free to say what I really thought at the time that I felt it was necessary, or did I find it impossible to express my true feelings?



MY PERSONAL RECORD OF DAILY GROUP RATINGS OF MY PARTICIPATION



DECISION BY CONSENSUS

Instructions: This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

INSTRUCTIONS

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the secondmost important, and so on through number 15, the least important.

Box of matches _____

Food concentrate _____

50 ft. of nylon rope _____

Parachute silk _____

Portable heating unit _____

Two .45 calibre pistols _____

One case dehydrated pet milk _____

Two 100 lb. tanks of oxygen _____

Stellar map (of moon's constellation) _____

Life raft _____

Magnetic compass _____

Signal flares _____

First aid kit containing injection needles _____

Solar-powered FM receiver-trans _____

5 gallons of water _____

GROUP SUMMARY SHEET

Individual Predictions

	1	2	3	4	5	6	7	8	9	10	11	Group Prediction
Box of matches												
Food concentrate												
50 ft. of nylon rope												
Parachute silk												
Portable heating unit												
Two .45 cal. pistols												
One case dehydrated milk												
Two tanks oxygen												
Stellar map												
Life raft												
Magnetic compass												
Signal flares												
First aid kit w/needles												
Solar-powered radio												
5 gallons of water												

SCORING INSTRUCTIONS FOR DECISION BY CONSENSUS

The prediction is that the group product will be more accurate than the average for the individuals. The lower the score, the more accurate. A score of "0" is a perfect score.

Individual Score. Each individual can score his own sheet. As you read aloud to the group the correct rank for each item, they simply take the difference between their rank and the correct rank on that item and write it down. Do this for each item and add up these differences - DISREGARD "+" and "-".

To get the average for all individuals, divide the sum of the individual scores by the number of individuals in the group. Compute the group score in the same way you computed each of the individual scores. If our hypothesis is correct, the group score will be lower than the average for all individuals.

POSSIBLE QUESTIONS FOR THE GROUP

1. Did the group really go by concensus? Or did we gloss over conflicts?

2. Did the group stay on the intellectual or task aspects or did we stop to examine our process to see how we could work more effectively?

3. How satisfied were we with the way the group worked? How efficient were we?

1								9
very poor								excellent

4. How satisfied are you (as members) with the group?

5. How much influence did you feel you had as an individual on the group decision?

6. Did the group listen to you? Ignore you?

7. Did you stay involved in the exercise or did you give up?

8. In what ways could you change or improve your interaction with others?

KEY

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival edpends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Little or no use on moon	15 Box of matches
Supply daily foor required	4 Food concentrate
Useful in tying injured together, help in climbing	6 50 ft. nylon rope
Shelter against sun's rays	8 Parachute silk
Useful only if party landed on dark side	13 Portable heating unit
Self-propulsion devices could be made from them	11 Two .45 cal. pistols
Food, mixed w/water for drinking	12 Dehydrated Pet Milk
Fills respiration requirement	1 Two tanks oxygen
A principal means of finding directions	3 Stellar map
CO_2 bottles for self-propulsion across chasms, etc.	9 Life raft
Probably no magnetic poles; useless	14 Magnetic compass
Distress call when line of sighe possible	10 Signal flares
Oral pills or injection medicine valuable	7 First aid kit with injection needles
Distress signal transmitter, possible communication with mother ship	5 Solar-powered FM receiver-trans.
Replenishes lors from sweating, etc.	2 Five gallons of water

CONSTRUCTIVE USE OF FEEDBACK

All group members should read their program for five minutes.

The next important goal for your group is to discover the use of constructive feedback in small group interaction. Feedback is reporting to an individual the kind of impressions he is making on you or reporting your reactions to him. Constructive feedback is rarely effectively used in interpersonal communication. Our society puts a great deal of emphasis on the value of honesty. Children are taught in their homes and schools that it is bad to lie about their behavior. Stealing, lying, cheating, and other dishonest acts are denounced in every aspect of life. Yet all of us are guilty of a great deal of dishonesty in interpersonal relationships all of the time. (Since children are often very aware of this it makes the learning of the value of honesty very complex.) We rarely express our honest feelings toward others in home or in school. Often this involves simply avoiding the expression of reactions which we feel would be detrimental to others or ourselves. Often it involves what we call "little white lies" when we tell people something positive or reassuring rather than be direct, honest, or critical.

People often feel threatened by the introduction of feedback exercises. The notion that people will be hurt by criticism is very prevalent. Yet think of how many people you know who have good intentions but irritate, embarrass, or behave in ways which diminish their effectiveness. The range of operating efficiently and productively in many areas in life is seriously hampered if we never have a chance to become aware of our impact on others. Most of us are quite capable of improving our styles of interpersonal communication and becoming much more effective as people - parents, teachers, whatever, - when we really become aware of our impact on others.

Before going on to an exercise designed to give and receive feedback to others in the group, it is useful to think about destructive versus constructive feedback. Feedback is destructive when it is given only to hurt or to express hostility without any goal of improving the communication between people. It may be also destructive when only derogatory or extremely critical statements are given without any balance of positive evaluation.

Feedback is useful to a person when:

1. It describes what he is doing rather than placing a value on it.

   Example: "When you yell at me it makes me feel like not talking to you any more."

Rather than

"It's awful of you to yell at me."

2. It is specific rather than general.
3. It is directed toward behavior which the receiver can do something about.
4. It is well-timed.
5. It is asked for rather than imposed.
6. It is checked to insure clear communication.

FEEDBACK TASK FOR GROUP

Your group should now divide into triads. Each triad should have paper and pencil and go to separate corners of the room. Each triad should then list all the members of the group on the paper. The task for the triad is to discuss each member of the entire group (exclude yourselves) in terms of what would be the most useful positive and negative feedback statements to give each member. You will probably find considerable disagreement in your triads about your reactions to the various members. You must develop the positive and negative feedback statements which include the reactions of everyone in your triad. The triad should think about how to state the feedback so it will be very clear, direct, and useful to the recipient. Each triad should complete two statements for each member.

Example:

The most negative behavior that Member A exhibits in this group is _____.

The most valuable behavior that Member B exhibits in this group is _____.

At the end of twenty minutes the group will reform and each triad will give each member of the group their joint feedback report <u>verbally</u>.

After the feedback report of each triad to the entire group is completed, the group should spend time comparing reports of different triads.

Were the triad's reports similar or quite different? Why? or Why not?
Were some triads more critical? Why?
Were some reports more useful? Why? Why not?

Learning to give constructive feedback to others is only one part of the process. Learning how to receive feedback from others is equally important. Two extreme reactions to receiving feedback is (1) to ignore the feedback and devalue it as being unimportant, hostile or useless or (2) to pay too much attention to all feedback and to try to change in accordance with all feedback received. Neither reaction is constructive. It is important to learn to deliberately weigh feedback from others in terms of the motivation of the sender, the correctness of the sender's perceptions, and the appropriateness of the behavior when it occurred even if the consensus of the feedback received is negative. (An effective group leader or teacher must sometimes behave in a manner to which he will receive only negative feedback.) In some cases it is important to ignore negative feedback. However, consistently dismissing it is a different situation. While people generally have the most difficulty with critical feedback it is important to be aware that some people under-react or over-react to positive feedback also.

Receiving Feedback Task

The group members should return to triads and discuss how the members of the triad felt about the feedback they received. (1) Discuss the feelings about the feedback. Were you hurt, did you feel attacked, pleased, or what? (2) Are there ways of changing your behavior that would be appropriate or possibly related to the feedback received? Members of the triads should help each other in turn to evaluate and suggest ways of effectively utilizing (or ignoring if appropriate) the feedback.

CIRCULAR BEHAVIOR

The problem of receiving information about ourselves is a real one. There are many ways of avoiding it. After one of the sessions on giving advice, a participant said he goes up to a bar and starts talking to someone, telling them his problem. He said he realizes that he always holds back enough so that if the guy doesn't tell him what he wants to hear he can twist the conversation any way he wants. We all do this at times. We say, "Look, I want your honest opinion...." and we mean it, but if the other person comes back with something we don't want to hear about ourselves, we begin to be defensive. We say, "You don't understand", or we find a topic "out there somewhere" to talk about. You start talking about economics or religion or morals; or you talk about your responsibility to your wife, your mother, your kids. Best of all, you talk about what made you as you are. You talk about anything except yourself. This is being defensive When someone gives us information that hits close to our sensitive self, we get defensive.

You are very likely having this problem in your groups. Quite possibly you were confronted with new views about yourself early in the group meetings, some of which you may have accepted and tried to fit into a changing self-concept. But other information bothered you and after saying "Yeah, you're probably right", you proceeded

to forget it as well as possible or discount the guy who said it to you as someone who doesn't know what he's talking about.

We're uncomfortable about the implications of changing. A person may not like himself very much, or the kinds of reactions he gets from people. You may not feel as successful as you'd like to be, your wife is unhappy with you, and no one else seems to like you as you are. But this is you, yourself, and you do the best you can to protect yourself. We all feel this way.

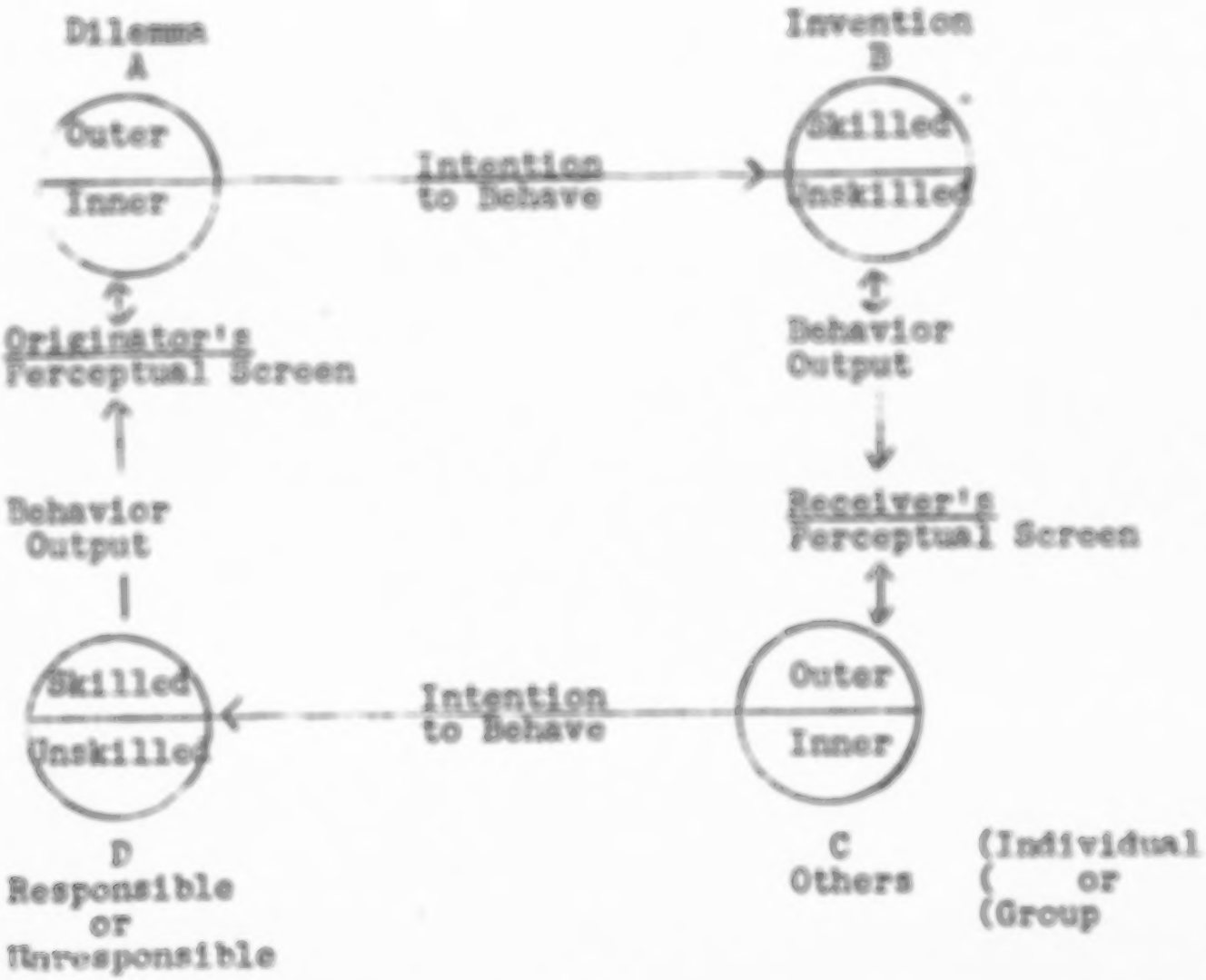
Since it's granted that everyone can learn from others, why is there so much resistance to receiving feedback? One reason is that so much of our learning about people is learning to cover our real feelings. This is known as being polite, or using tact, and with it we protect the other person as well as protecting ourselves. This politeness interferes with giving and receiving accurate information, but it should not be taken to mean that politeness is not important. It is a part of ordinary social relations which makes certain things easier than they would be were we all totally frank. Politeness does, however, get in the way when we are sincerely interested in learning about ourselves and giving important feedback to the other guy.

We have all had the experience of trying to help the other guy or to give feedback that we thought was helpful,

only to find that our efforts were not appreciated. It may be that our way of helping was not good, that we lacked skill in getting our idea across; or, it may be that we did not understand him and we were really not helping him in the way he needed help.

It may help to look more carefully into what happens when we interact with another person. To do this let's make a diagram that we will call a model of circular behavior.

Circular Process for Human Interaction
(from Ron Lippitt)



Circle A represents the person's thinking about a problem. This can be broken down into two parts: 1) what a person is feeling on the inside, and 2) what is coming into him from the outside. To solve problems, these have to be in balance, that is, a balance between inside individual motivations, feelings, memories, attitudes, and expectancies and the outer pressures of the world around him. Out of this mixture of inner and outer the person invents a solution to his dilemma and he intends to carry this out in a certain way. His skill (Circle B) in carrying this plan out depends on practice he has had in similar situations and on talents he may or may not have. With some degree of skill he behaves toward the other person.

This behavior does not necessarily come through to the other person as he intends; it is screened by what we call a perceptual screen. This is that each person has biases, preferences, or customary ways of understanding things and he tends to go right on seeing things in this way. For example, in an experiment a vaguely drawn picture was flashed before subjects from two different countries. American subjects saw the form as a baseball player and Mexican subjects saw the same form as a bullfighter. Their perceptual screen was such that they saw what they would naturally expect to see.

As another example, the man who always has trouble with others, expects trouble. He develops a perceptual screen which makes it hard for him to see anyone else as anything but angry or trouble makers.

To go on, the other person or group (Circle C), also has to have a balance of inner and outer. He has an intention to behave in response to the first person's behavior and he does so with whatever skills he has. This comes to the first person's perceptual screen. In the movie, "The Eye of the Beholder", it was made clear that a person's biases (or perceptual screen) can have a strong effect on his understanding of a situation. The problem for most people is to learn about our perceptual screens: What are our blind spots? How do we tend to classify people?

The last step is back to the person's thinking about the problem. He has obtained a response from the other guy and now needs to understand it. What kind of a balance between inner and outer will he have? If a person is closed to outside experiences, he isn't learning anything new and he can't expect to solve problems. He is stuck in a rut, has to "go around in circles". If he can properly size up a situation and evaluate the problem, bringing into his solution a balanced mixture of new information and his prior experience, he can solve problems effectively and, thus, break out of the rut.

Freeze-Unfreeze-Refreeze

At the beginning of the laboratory program, you were introduced to the basic concept of the lab, that of dilemma-invention-feedback-generalization. Today we are going to consider another concept of behavior which is closely related to the dilemma-invention model. The concept today deals with a theory of change, the states of which are called <u>freeze-unfreeze-refreeze</u>.

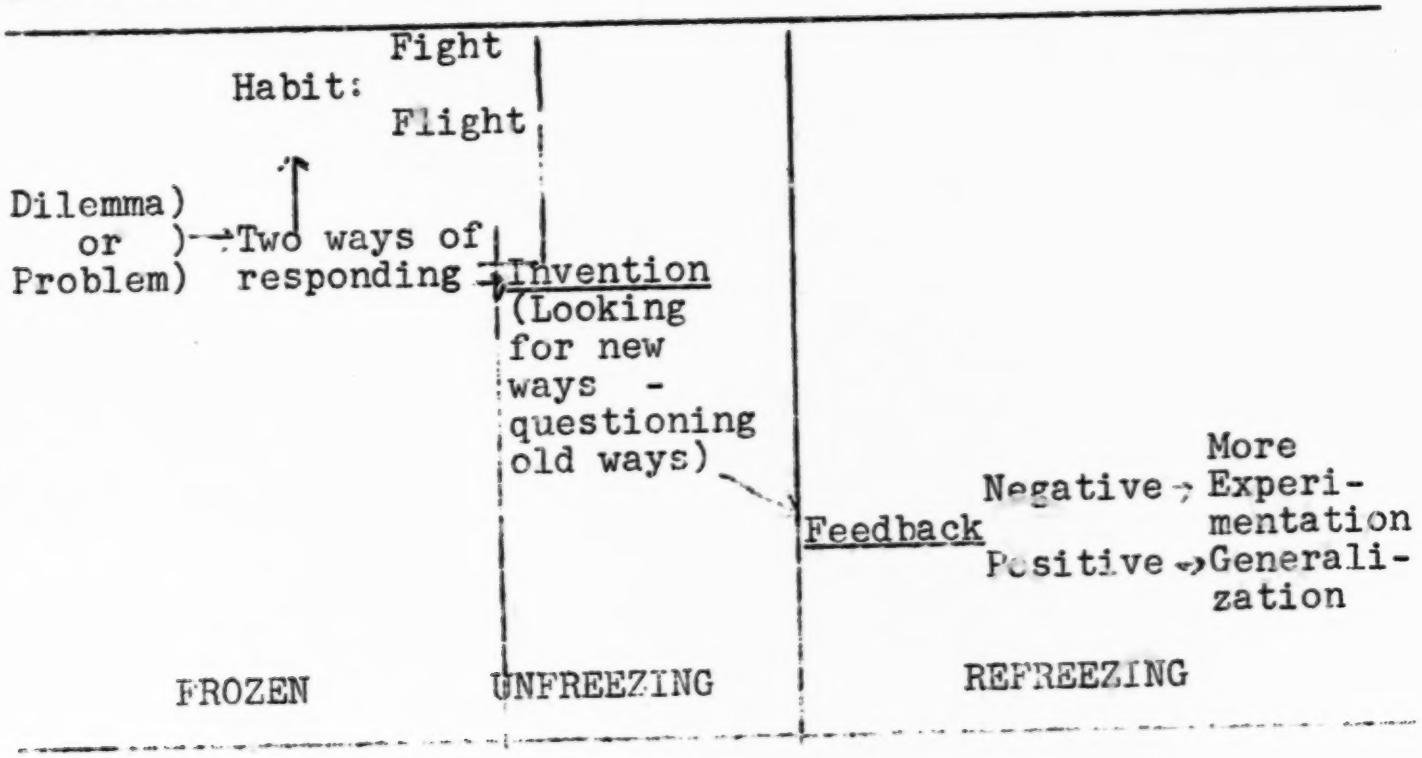
By way of example, we can consider an instance in which we have a 25-pound piece of ice which is frozen in a cube. We want to change the shape of the block. Since the block is frozen, we must first unfreeze or melt the ice before we can fit it to another mold. Once we have done this and have fitted it to the desired mold, we must refreeze it in its new form. The same procedure is applicable to human behavior. When we behave in a manner based on habits, old assumptions, and habitual attitudes, we are exhibiting <u>frozen</u> behavior. This is the type of behavior we spoke of as being the habitual way of dealing with problems. Regardless of how ineffective the behavior seems to be, we continue to respond as we always have, either fighting the problem or going into flight.

When we begin to re-evaluate our old methods of behaving, questioning our old assumptions and "sets", we are really passing into an <u>unfrozen</u> state. Many of the situations confronting you during the first week of the

program were designed to unfreeze your behavior, to create conditions under which you could begin to question your old habits, assumptions, and attitudes. We introduced the idea of invention to help you do this. We encouraged you to seek out alternative ways of doing things before deciding what should be done. In all fairness, we can say that the unfrozen stage is an uncomfortable one and one that seems to be characterized as much by confusion as it is by understanding. Confusion always results, as do feelings of discomfort, when we begin to abandon the security of old habits and assumptions. Nevertheless, in order to deal with frozen patterns of behavior, we must pass through the stage of unfreezing. The laboratory method of accomplishing this is by invention of new ways of responding to replace the old, ineffectual ways.

Feedback can be used to tell us whether or not our new methods of behavior are effective; that is, whether they are achieving the results we intended. If the feedback indicates that our behavior is not effective, i.e., negative feedback, then we remain unfrozen and see a need for further experimentation. If feedback is positive, however, and indicates that we have obtained the desired results, then we make the appropriate generalizations. We then begin to refreeze at another more effective level of behavior.

The model below illustrates the relationship between freeze-unfreeze-refreeze and dilemma-invention-feedback-generalization.



In summary, when we respond to a problem situation with old habits and assumptions, we are employing <u>frozen</u> behavior. When we start thinking in terms of inventing new ways of responding and testing old assumptions, we are beginning to <u>unfreeze</u> our methods of behaving. When feedback tells us that our inventions are successful and effective, we generalize as to the utility of the inventions and begin to <u>refreeze</u> at a new, more effective level of behavior.

Openness in Small Groups

I. Here's how you can open up in the group: Focus on telling another how he makes you feel without degrading him or yourself. This means you have to pay attention to all your feelings in the group and talk about them: "I feel irritated, angry, annoyed, hurt, frightened, anxious, bored, guilty, ashamed, sad, happy, warm, loving, protective, alone, let-down, silly, mad, restless, excited." Do not wait for some special moment or event. Report your smallest feelings. If someone expresses what you are feeling, say "Me, too." If you're afraid to talk because you'll sound silly, talk about that. If you think your problems are trivial, say that. If you're afraid of making a mistake, say that.

When someone in the group gives you feedback, tell him how you feel about what he's telling you and also talk about whether you see it that way too. Don't agree just to please him or the group. Tell others what you feel about what they're doing to you when their feedback is negative. And take these things home with you, too. Ask yourself: Why am I so sensitive to Pete? Who does he remind me of? When did I feel this way before? When you are criticized for some behavior in the group, ask yourself if you behave that way in your life outside the group.

Be as spontaneous as possible and then later ask yourself if you are really trying to tell people something or merely acting out. Learn how to talk about your feelings but don't wait. Act out now and learn in group. Acting out is trying to force the other person to do something, trying to control his behavior instead of telling him how his behavior affects you. Pay attention to what your behavior does to others.

II. Here's how you can shut others up. Don't worry too much about it now. Watch for it in yourself and others. When you hear it, tell how you feel.

A. Explaining too soon: justifying oneself before responding to the other's feeling. (Hidden message: you have no right to feel that way).

B. Reassuring before responding to feeling: "You don't have to be hurt." (You're stupid to feel that way.)

C. Condescending: "Tell me about it. I want to help you." (I don't care how you feel about me; you cannot move me. I'm so strong and you're so weak.)

D. Blackmailing: "You're giving me a headache, heart attack, depression." (I'm so sensitive and you're a brute.)

E. Responding too soon: "I'm sorry, I didn't mean it, I know how you feel." before the other has a chance to express his feelings fully. (I don't want to hear. Please stop feeling.)

F. Interpreting: "You are hostile to me because I remind you of your mother." (I don't care how you feel about me; you cannot move me. I'm so clever and you're so sick.)

G. Punishing: "Oh yeah? Well, let me tell you what <u>you</u> did." (I'll get you, you dirty rat. You'll be sorry you picked on me.)

H. Pretending to be stupid: "Sorry, I don't understand what you're talking about." (And I don't want to, so why don't you give up?)

I. Passing the buck: "That's your problem." (I don't care how you feel about me, and you cannot move me. I'm so healthy, and you are so sick.)

J. Changing the subject by replying to the <u>content</u> instead of the emotion; getting into an intellectual discussion to avoid responding to the other's feeling: "That's very interesting. I've often noticed that women tend to have that attitude toward men. Why do you suppose that is? (As an individual person, you are unimportant. Don't take yourself so seriously.)

K. Playing lawyer: "When did I say that? I never said those words." (You made a mistake in this detail and that proves you have no right to your feelings.)

L. Turning the whole thing into a joke with a witty remark: "Reminds me of LBJ." (You are not worth taking seriously.)

M. Scolding: "That's very rude." (You are a vulgar child, beneath my notice. I cannot take your feelings seriously. You are worthless.)

N. Being bored or absent-minded: "Sorry, I didn't hear you. My mind wandered." (Your feelings are unimportant.)

O. Deadpan, no response. (You are beneath my notice.)